



House of Representatives

General Assembly

File No. 705

January Session, 2003

Substitute House Bill No. 6598

House of Representatives, May 15, 2003

The Committee on Appropriations reported through REP. DYSON of the 94th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

**AN ACT CONCERNING CONNECTICUT'S TEACHER SHORTAGE,
PILOT EARLY CHILDHOOD LEARNING PROGRAMS, ENGLISH AS A
SECOND LANGUAGE INSTRUCTION AND IN-SERVICE TRAINING
FOR TEACHERS AND TEACHER PREPARATION COURSES.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

- 1 Section 1. (NEW) (*Effective July 1, 2003*) (a) The Department of
2 Higher Education, in collaboration with the Board for State Academic
3 Awards, shall establish, within available appropriations, a program to
4 prepare paraprofessionals who have been successful in the classroom
5 for teaching careers. Under the program, the department shall provide
6 scholarships to paraprofessionals employed by priority school districts
7 pursuant to section 10-266p of the general statutes, who seek to
8 become certified teachers in shortage subject areas pursuant to section
9 10-8b of the general statutes.
- 10 (b) The scholarships shall not exceed (1) three thousand dollars per
11 year, or (2) the combined cost of the tuition and fees at the institution
12 of higher education the paraprofessional is attending or will attend,

13 whichever is less. A paraprofessional may receive up to five annual
14 scholarships. The department shall establish criteria for
15 paraprofessionals for participation in the program and procedures for
16 the repayment of the amount of the scholarships provided pursuant to
17 this section if the paraprofessional does not teach in a priority school
18 district in a shortage subject area upon completion of the program.

19 (c) The Commissioner of Higher Education shall identify
20 institutions of higher education to provide the necessary teacher
21 training for the program. Each priority school district shall select
22 paraprofessionals to participate in the program based on the criteria
23 established by the department pursuant to subsection (b) of this
24 section and in consultation with the institutions of higher education.

25 (d) For purposes of this section, "paraprofessional" means an
26 employee of a local or regional board of education who holds a
27 position that does not require a certificate issued by the State Board of
28 Education and who serves as an instructional assistant for such local or
29 regional board of education.

30 Sec. 2. (NEW) (*Effective July 1, 2003*) The Department of Education
31 shall establish, within available appropriations, a program to provide
32 three-thousand-dollar salary bonuses to beginning certified teachers in
33 priority school districts pursuant to section 10-266p of the general
34 statutes. Teachers shall be eligible for the bonus for the first year they
35 teach in such a district. The department shall provide funds to each
36 priority school district to increase the salary of eligible teachers.

37 Sec. 3. (NEW) (*Effective July 1, 2003*) The Department of Education
38 shall establish, within available appropriations, a program to provide
39 five-thousand-dollar salary bonuses to certified teachers (1) who agree
40 to teach a minimum of three years in a school on the list of schools in
41 need of improvement pursuant to section 10-223b of the general
42 statutes, or (2) in shortage subject areas pursuant to section 10-8b of the
43 general statutes.

44 Sec. 4. (NEW) (*Effective July 1, 2003*) The Commissioner of Education

45 shall adopt regulations, in accordance with the provisions of chapter
46 54 of the general statutes, to set eligibility criteria for the waiving of the
47 fees for teacher certification examinations administered by the
48 Department of Education. The commissioner shall waive the fee for
49 any candidate who meets such criteria.

50 Sec. 5. (NEW) (*Effective July 1, 2003*) The Board of Trustees for the
51 Community-Technical Colleges, the Connecticut State University
52 System and The University of Connecticut shall develop transfer and
53 articulation agreements concerning teacher preparation programs.
54 Such agreements shall include, but not be limited to, provisions
55 concerning course requirements and electives, course transfer policies
56 and practices, admissions requirements and policies for student
57 recruitment, information and counseling. Such agreements shall
58 provide that community-technical college students shall be considered
59 for admission to schools of education according to the same standards
60 as students of the university.

61 Sec. 6. Section 10-265j of the general statutes is repealed and the
62 following is substituted in lieu thereof (*Effective July 1, 2003*):

63 The Commissioner of Education shall establish [two] three pilot
64 early childhood learning programs. The pilot programs shall be
65 established in priority school districts pursuant to section 10-266p or
66 transitional school districts. One program shall be in a municipality
67 with a population of fifty to one hundred thousand, inclusive, [and]
68 one program shall be in a municipality with a population over one
69 hundred thousand, and one program shall be at Eastern Connecticut
70 State University. Each pilot program may include a laboratory school
71 and a model day care program that serves sixty children ages three to
72 five. The Department of Education shall issue a request for proposals
73 for the pilot programs. The commissioner shall provide grants in the
74 amount of one hundred thousand dollars each for purposes of such
75 pilot programs. The grants shall be provided from the amount
76 appropriated for purposes of section 10-265f.

77 Sec. 7. Subsection (a) of section 10-220a of the general statutes is

78 repealed and the following is substituted in lieu thereof (*Effective July*
79 *1, 2003*):

80 (a) Each local or regional board of education shall provide an in-
81 service training program for its teachers, administrators and pupil
82 personnel who hold the initial educator, provisional educator or
83 professional educator certificate. Such program shall provide such
84 teachers, administrators and pupil personnel with information on (1)
85 the nature and the relationship of drugs, as defined in subdivision (17)
86 of section 21a-240, and alcohol to health and personality development,
87 and procedures for discouraging their abuse, (2) health and mental
88 health risk reduction education which includes, but need not be
89 limited to, the prevention of risk-taking behavior by children and the
90 relationship of such behavior to substance abuse, pregnancy, sexually
91 transmitted diseases, including HIV-infection and AIDS, as defined in
92 section 19a-581, violence, child abuse and youth suicide, (3) the growth
93 and development of exceptional children, including handicapped and
94 gifted and talented children and children who may require special
95 education, and methods for identifying, planning for and working
96 effectively with special needs children in a regular classroom, (4)
97 school violence prevention and conflict resolution, (5)
98 cardiopulmonary resuscitation and other emergency life saving
99 procedures, (6) computer and other information technology as applied
100 to student learning and classroom instruction, communications and
101 data management, [and] (7) the teaching of the language arts, reading
102 and reading readiness for teachers in grades kindergarten to three,
103 inclusive, and (8) second language acquisition in districts where
104 English language learners are enrolled. The State Board of Education,
105 within available appropriations and utilizing available materials, shall
106 assist and encourage local and regional boards of education to include:
107 (A) Holocaust education and awareness; (B) the historical events
108 surrounding the Great Famine in Ireland; (C) African-American
109 history; (D) Puerto Rican history; (E) Native American history; (F)
110 personal financial management; and (G) topics approved by the state
111 board upon the request of local or regional boards of education as part
112 of in-service training programs pursuant to this subsection.

113 Sec. 8. Section 10-145a of the general statutes is amended by adding
 114 subsections (f) and (g) as follows (*Effective July 1, 2003*):

115 (NEW) (f) On and after July 1, 2005, any candidate in a program of
 116 teacher preparation leading to professional certification shall complete,
 117 within the existing framework of instruction as of June 30, 2002,
 118 introductory coursework instruction on the characteristics of second
 119 language learners and second language acquisition.

120 (NEW) (g) On and after July 1, 2005, any candidate in a program of
 121 teacher preparation leading to professional certification shall complete
 122 coursework in literacy based on scientifically-based reading research.
 123 Such coursework shall include a clinical component.

This act shall take effect as follows:	
Section 1	<i>July 1, 2003</i>
Sec. 2	<i>July 1, 2003</i>
Sec. 3	<i>July 1, 2003</i>
Sec. 4	<i>July 1, 2003</i>
Sec. 5	<i>July 1, 2003</i>
Sec. 6	<i>July 1, 2003</i>
Sec. 7	<i>July 1, 2003</i>
Sec. 8	<i>July 1, 2003</i>

Statement of Legislative Commissioners:

Changes were made to the language of section 5 for the purposes of clarity and accuracy.

HED *Joint Favorable Subst. C/R*

ED

ED *Joint Favorable Subst. C/R*

APP

APP *Joint Favorable Subst.*

The following fiscal impact statement and bill analysis are prepared for the benefit of members of the General Assembly, solely for the purpose of information, summarization, and explanation, and do not represent the intent of the General Assembly or either House thereof for any purpose:

OFA Fiscal Note**State Impact:**

Agency Affected	Fund-Type	FY 04 \$	FY 05 \$
Education, Dept.	GF - See Below	See Below	See Below
Higher Ed., Dept.	GF - See Below	See Below	See Below
Constituent Units of Higher Education	GF - See Below	See Below	See Below

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 04 \$	FY 05 \$
Local and Regional School Districts	STATE MANDATE - Cost	Minimal	Minimal

Explanation

Section 1 of the bill establishes, within available appropriations, a program administered by the Department of Higher Education to prepare paraprofessionals for teaching careers. The biennial budget as passed by the Appropriations Committee contains a block of funds totaling \$1,000,000 for the purposes of addressing various workforce shortage issues including teaching. A portion of these funds could be used to address the needs of this new program. It is estimated that this program could cost \$75,000 or more per year.

Section 2 of the bill establishes a program administered by the Department of Education to provide bonuses to teachers teaching for the first year in Priority School Districts. No funds have been provided in the biennial budget as recommended by the Appropriations Committee for this purpose.

Section 3 is similar to section 2 but instead provides bonuses to

teachers teaching in school in need of improvement in shortage areas. No funds have been provided in the biennial budget as recommended by the Appropriations Committee for this purpose.

Section 4 requires the Department of Education, under no specific timetable, to adopt regulations regarding the waiver of fees for teacher certification exams. As there is no timetable the department could carry out this requirement within its available resources. Should a timetable be set that requires the regulations to be completed in the first year of the coming biennium additional funds totaling \$20,000 will be needed by the department.

Section 5 regarding articulation agreements can be achieved by the constituent units of higher education within available resources.

Section 6, which establishes an additional early childhood learning pilot program to be located at Eastern Connecticut State University, will minimally reduce funding available to current participants in the Early Reading Success program. It is expected that the pilot program would cost approximately \$200,000.

Section 7 adds another area for local and regional school districts to cover in their in-service training programs. This will result in a cost (state mandate) to local and regional school districts, as new materials regarding second language acquisition will need to be provided. It is expected that such costs would be minimal in the scope of any local or regional school districts budget.

Sections 8 and 9 have no fiscal impact upon the state or municipalities.

OLR Bill Analysis

sHB 6598

AN ACT CONCERNING CONNECTICUT'S TEACHER SHORTAGE, PILOT EARLY CHILDHOOD LEARNING PROGRAMS, ENGLISH AS A SECOND LANGUAGE INSTRUCTION AND IN-SERVICE TRAINING FOR TEACHERS AND TEACHER PREPARATION COURSES**SUMMARY:**

This bill:

1. requires the Higher Education Department (DHE), within available appropriations, to establish a scholarship program for paraprofessionals employed by priority school districts who seek to become certified teachers in subject shortage areas;
2. requires the Education Department (SDE), within available appropriations, to establish a \$3,000 bonus program for beginning certified teachers in priority school districts;
3. requires the SDE to establish, within available appropriations, a \$5,000 bonus program for certified teachers who agree to teach in a school identified as needing improvement for at least three years or in subject shortage areas;
4. requires the education commissioner to adopt regulations setting eligibility criteria for waiving fees for teacher certification examinations SDE administers and requires him to waive fees for candidates who meet the criteria;
5. requires the boards of trustees for the Community-Technical Colleges (CTC), Connecticut State University System (CSU), and University of Connecticut (UConn) to develop transfer and articulation agreements concerning teacher preparation programs;
6. increases from two to three the number of early childhood learning pilot programs that the education commissioner must establish in priority or transitional school districts by requiring

him to establish one at Eastern Connecticut State University (ECSU);

7. requires local and regional school boards of education to include information on second language acquisition in their in-service training programs for certified teachers, administrators, and pupil personnel in districts where English language learners are enrolled;
8. requires, as of July 1, 2005, that candidates in teacher preparation programs leading to professional certification complete, within the existing framework of instruction as of June 30, 2002, introductory coursework instruction on the characteristics of second language learners and second language acquisition; and
9. requires that, as of July 1, 2005, candidates in teacher preparation programs leading to professional certification to complete coursework in literacy that is based on scientifically-based reading research and includes a clinical component.

EFFECTIVE DATE: July 1, 2003

PARAPROFESSIONAL PROGRAM

The bill requires DHE, in collaboration with the State Board of Academic Awards, to establish a scholarship program to prepare paraprofessionals who have been successful in the classroom for teaching careers. It defines a “paraprofessional” as a local or regional board of education employee who holds a position that does not require a State Board of Education certificate and is an instructional assistant for the local or regional board.

To qualify for the scholarship, the paraprofessional must be employed by a priority school district and be pursuing certification in a shortage area. The bill sets the (1) annual maximum scholarship amount per student at the lesser of the total tuition and fees or \$3,000 and (2) maximum number of scholarships a student may receive at five. It requires (1) DHE to establish (a) program participation criteria and (b) repayment procedures for participants who do not teach in shortage areas or in priority school districts after completing the program and (2) priority school districts to select program participants based on the

department's criteria and in consultation with colleges and universities. The bill requires the higher education commissioner to identify colleges and universities to provide the necessary teacher training for the program

BONUS PROGRAM FOR TEACHERS IN PRIORITY SCHOOL DISTRICTS

The bill requires SDE to establish and fund a program to provide \$3,000 salary bonuses to beginning certified teachers in priority school districts. Teachers are eligible for the bonuses the first year they teach in a priority district.

ARTICULATION AGREEMENTS

The bill requires the UConn, CTC, and CSU boards of trustees to develop transfer and articulation agreements concerning teacher preparation programs. The agreements must include provisions on course requirements and electives; course transfer policies and practices; admission requirements; and policies for student recruitment, information, and counseling. They must provide that CTC students will be considered for admission according to the same standards as university students.

EARLY CHILDHOOD LEARNING PILOT PROGRAMS

The law requires the commissioner to establish early childhood learning pilot programs in priority or transitional school districts. Under current law, he must establish two programs—one in a municipality with 50,000 to 100,000 people and another in a municipality with more than 100,000 people. The bill requires him to establish a third program at ECSU. As is the case for existing programs, the ECSU program may include a laboratory school and a model day care program for 60 children ages three to five. By law, the commissioner must provide grants of \$100,000 for each program.

BACKGROUND

Priority School Districts

State law designates the following as priority districts: (1) the eight towns with the largest populations, based on the last census; (2) in the first year of each biennium, the 11 towns with the highest numbers of

children under temporary family assistance (cash welfare) plus the largest numbers of children scoring below the remedial level on the state mastery tests; and (3) in the first year of each biennium, the 11 towns that rank highest in number of children on cash welfare divided by grant mastery percentage. The grant mastery percentage is the number of mastery tests on which students in the district score below the remedial level divided by the total number of tests taken in the district (CGS § 10-266p).

Table 1 shows the districts for FY 2003-04.

Table 1: FY 2003-04 Priority School Districts

Ansonia
Bloomfield
Bridgeport
Bristol
Danbury
East Hartford
Hartford
Meriden
New Britain
New Haven
New London
Norwalk
Stamford
Waterbury
Windham

Schools in Need of Improvement

By law, the education commissioner must prepare a statewide education accountability plan that, consistent with federal law and regulations, identifies schools and school districts needing improvement. There are currently eight listed schools (Table two).

Table 2: FY 2003-04 Schools in Need of Improvement

<i>School</i>	<i>District</i>	<i>Grades</i>
Beardsley	Bridgeport	PK-6
Columbus	Bridgeport	PK-6
Kinsella	Hartford	PK-6
Milner	Hartford	PK-6
Moylan	Hartford	PK-6
Clemente Middle	New Haven	5-8
Hill Central	New Haven	PK-5

J. Robinson Middle	New Haven	5-8

Transitional School Districts

A transitional school district is a district that is not a priority district or, for purposes of school readiness grants, a former priority district, and that ranks from one to 21 among all districts on either (1) number of children on cash welfare plus the number of children scoring below the remedial level on mastery tests or (2) number of children on cash welfare divided by the grant mastery percentage (CGS § 10-263c). Table 3 shows the transitional districts for FY 2003-04.

Table 3: FY 2003-04 Transitional School Districts

Derby
Hamden
Manchester
Middletown
Naugatuck
Norwich
Putnam
Stratford
West Haven
Windsor

Subject Shortage Areas

By law, the education commissioner must determine subject and geographic areas in which a teacher shortage exists (CGS § 10-8b). The subject shortage areas for the 2002-03 school year are:

1. bilingual education, pre-K to grade 12;
2. consumer home economics, pre-K to grade 12;
3. mathematics, grades 7 to 12;
4. school library media specialist, Pre-K to grade 12;
5. school psychologist;
6. spanish, grades 7 to 12;
7. comprehensive special education, pre-K to grade 12; and
8. speech and language pathology.

Related Bill

sHB 6427, reported favorably by the Education and Appropriation committees, requires the DHE, SDE, regional CTCs and four-year colleges and universities to design a so-called “2+2 program” to allow CTC students interested in teaching to be jointly accepted into a CTC and a teacher preparation program at a four-year institution.

COMMITTEE ACTION

Higher Education and Workforce Development Committee

Joint Favorable Substitute Change of Reference

Yea 21 Nay 1

Education Committee

Joint Favorable Substitute Change of Reference

Yea 19 Nay 7

Appropriations Committee

Joint Favorable Substitute

Yea 47 Nay 0